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高中英语 高分题型解法

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单项选择题

高中英语单项选择题是考查语言语法知识、直接运用能力的试题，每题在一句或两句话中留出空白，要求考生从每题所给的4个选项中选出最佳答案。考点涉及名词、冠词、数词、代词、形容词、副词、连词、动词、动词时态、动词语态、主谓语一致、情态动词、复合句、非谓语动词、虚拟语气、反意疑问句等重要语法及其他词汇知识和表达形式。

近年来高考英语单项选择题创新力度很大，特别注重在复杂的语言环境中考查考生综合运用语言和语法知识的能力。这些试题摒弃陈腐句型，以前置句、后置句、省略句、插入句、变化句等创新句型来增加语境和句子结构的复杂性，这是由单纯机械考查语言语法知识向利用创新语境和创新句型综合考查语言语法知识的过渡，它能有效增加试卷的区分度，拉开考生分数差距，便于高校分层次选拔人才，它代表着高考英语单项选择题的命题方向。

针对高考试题的特点，对高中生来说，系统归纳梳理语言语法知识，掌握高考热点考点用法显得十分重要。而面对高考试题的推陈出新，追根求源是最佳应对方法，还原、语境分析、想象等方法可帮助学生恢复创新选择题的原句，从而达到化简的目的。

〔综合解题技巧〕

1

复杂句型单选题的解题技巧：还原

近年来高考英语试题常以前置句、后置句、省略句、插入句、变化句等创新句型来增加语境和句子结构的复杂性。解题时，要将题干中由简单句演变而来的复杂句重新还原成简单句，从而达到便于解题的目的。

1.1 前置句、后置句还原

〔技巧〕将句子正常位置的成分前置或后置而成的句型，可将前置部分和后置部分还原至通常位置。

1

例 1 —How are you today?

—Oh, I _____ as ill as I do now for a long time.

- A. didn't feel B. wasn't feeling
C. don't feel D. haven't felt

●析 D 该题将时间状语 for a long time 后置到 now 的后面, 其动作的时态标志就不太明确, 若将 for a long time 还原至句首或空格后面, 现在完成时的特点将更明确。

例 2 The managers discussed the plan that they would like to see _____ the next year.

- A. carried out B. carrying out
C. carry out D. to carry out

●析 A they would like to see 的宾语 the plan 被前置, 应还原成 they would like to see the plan _____, 因为计划是被完成的, 所以应用过去分词 carried out 表示被动, 若将 see 去掉, 答案就应为 carry out。

例 3 If you want to change for a double room you'll have to pay _____ \$ 15.

- A. another B. other C. more D. each

●析 A 另外 15 美元常译为 another fifteen dollars, 本题将 dollars 前置并化成 "\$" 符号, 解题时应将它还原至正常位置。

1.2 变换句还原

[技巧] 将某一常见句型变换成复杂的句型, 可将变换后的复杂句子还原成通常句型。

例 1 I don't know _____ as my reading material.

- A. which book to choose B. to choose which book
C. to which book choose D. choose which book to

●析 A 该句实际上是由 I don't know which book I can choose as my reading material. 转变而来, 该句宾语从句可改成疑问词 + 不定式作宾语。

例 2 —Why don't we take a little break?

—Didn't we just have _____?

- A. it B. that C. one D. this

●析 C 该句问句和答句的宾语都是 a little break, 学

生易误填 it, 实际上问句可看成是由 why don't we take another little break? 变化而来, 这样问句和答句宾语就不同了。

例 3 _____ production up by 60%, the company has had another excellent year.

- A. As B. For C. With D. Through

●析 C 该句前半句实际上是由原句 Production is up by 60% 变换而来, 该句可改成独立主格结构, 由 with + 名词 (production) + 副词短语 (up by 60%) 构成。

1.3 疑问句还原

一般疑问句

[技巧] 将陈述句改变成一般疑问句的句型, 可将一般疑问句直接还原成陈述句。

例 1 Was the wood _____ this bridge cut from that hill?

- A. used to building B. used to build
C. was used to building D. was used to build

●析 B 该句可还原成: The wood used to build this bridge was cut from that hill.

例 2 Is this factory _____ you visited yesterday?

- A. which B. that C. the one D. where

●析 C 该句可还原成: This factory is the one you visited yesterday.

否定疑问句

[技巧] 将陈述句改变成否定疑问句的句型, 可将否定疑问句直接还原成陈述句。

例 1 _____ there with you?

- A. Isn't he to go B. Isn't he go
C. Is he not go D. Is he not to go

●析 A 该句可还原成: He isn't to go there with you.

例 2 _____ it, had it been possible?

- A. Haven't you done B. Hadn't you done
C. Wouldn't you have done D. Wouldn't you do

●析 C 该句可还原成: You wouldn't have done it if it had been possible.

特殊疑问句

【技巧】就陈述句某一内容提问而成的句型，可将特殊疑问句还原成陈述句。

例 1 _____ is this book if it isn't yours ?

- A. Who else B. Who's else's
C. Whose else D. Whose else's

●析 C 该句可还原成: It is somebody else's book if it isn't yours. (就划线部分提问)

例 2 Whom would you rather _____ to the hospital?

- A. have sending B. have send
C. having send D. having sent

●析 B 该句可还原成: I would rather have my mother sent to the hospital. (就划线部分提问)

1.4 倒装句还原

[技巧] 将陈述句改变成倒装句的句型，可将倒装句型还原成陈述句。

例 1 To all the people here _____ the honour for success.

- A. belongs B. belonging
C. belonged D. be belonged

●析 A 该句可还原成: The honour for success belongs to all the people here.

例2 _____ forever are the days when we used foreign oil.

- A. Go B. To go
C. Gone D. Going

●析 C 该句可还原成: The days when we used foreign oil are gone forever.

例 3 _____ that I couldn't stand the noise.

- A. So loud did she speak B. So loud she spoke
C. So did she speak loud D. So she spoke loud

●析 A 该句可还原成: She spoke so loud that I couldn't stand the noise.

1.5 被动语态还原

[技巧] 将主动语态改成被动语态的句型，可将被动语态还原成主动语态。

例 1 His eyes were found _____ at the picture.

- A. fixed B. fixing
C. to fix D. to be fixed

●析 A 该句可还原成: We found that his eyes were fixed at the picture. 再还原成: We found his eyes fixed at the picture. (改成被动语态)

例 2 The door _____.

- A. was thought open B. was thought to open
C. was thought opened D. was thought opening

●析 A 该句可还原成: I thought that the door was open. 再还原成: I thought the door open. (改成被动语态)

例 3 He was found _____ on that stone.

- A. seat B. seating C. seated D. to seat

●析 C 该句可还原成: I found he was seated on that stone. 再还原成: I found him seated on that stone. (改成被动语态)

1.6 强调句还原

[技巧] 将陈述句改成强调句的句型, 可将强调句还原成陈述句。

例 1 It was not until 1920 _____ regular radio broadcasts began.

- A. while B. which C. that D. since

●析 C 该句可还原成: Regular radio broadcasts didn't begin until 1920.

例 2 It was about 600 years ago _____ the first clock with a face and an hour hand was made.

- A. that B. until C. before D. when

●析 A 该句可还原成: The first clock with a face and an hour hand was not made until about 600 years ago.

例 3 It was for this reason _____ her uncle moved out of New York and settled down in a small village.

- A. which B. why C. that D. how

●析 C 该句可还原为: Her uncle moved out of New York and settled down in a small village for this reason.

例 4 It was only with the help of the local guide _____.

- A. was the mountain climber rescued
- B. that the mountain climber was rescued
- C. when the mountain climber was rescued
- D. then the mountain climber was rescued

●析 B 该句可还原成: With the help of the local guide, the mountain climber was rescued.

1.7 增元句还原

[技巧] 在学生比较熟悉的完整句子中, 再增加某一内容而成的句型, 尤其是在完整句中增加插入语的句型, 可将试题中被增加的内容略去, 使之还原成通常句型。

例 1 Dorothy was always speaking highly of her role in the play, _____ of course, made the others unhappy.

- A. who
- B. which
- C. this
- D. what

●析 B 该句可简略为 Dorothy was always speaking highly of her role in the play, _____ made the others unhappy. 这样考生就极易看出应用 which 代表整个主句内容。

例 2 John plays football _____, if not better than, David.

- A. as well
- B. as well as
- C. so well
- D. so well as

●析 B 该句可简略为 John plays football _____ David. 显然该句表示 John 足球踢得和 David 一样好, 答案应为 as well as。(so often as, so much as 不能用于肯定句)

例 3 He has spent I think a lot _____ time in reading than she has.

- A. of
- B. more
- C. much more
- D. of much more

●析 B 该句可简略为: He has spent a lot more time in reading than she has.

例 4 She looks forward every spring to _____ the flower-lined garden.

- A. visit
- B. paying a visit
- C. walk in
- D. walking in

●析 D 受思维定式影响, 不少学生一看到 look

forward 加上 every spring 这一状语后，便习惯地把 to 看成不定式符号，认为后边应接动词原形。其实本题去掉状语 every spring 并不影响句子结构，这儿的 to 仍为介词，后接名词、代词或动名词。

1.8 减元句还原

[技巧]将某一句子成分省略而成的句型，可将省略句补全还原成完整句。

例 1 I don't think I'll need any money but I'll bring some

- A. at last B. in case
C. once again D. in time

●析 B in case 后面省掉了 I will need it.

例2 I've worked with children before, so I know what
in my new job.

- A. expected B. to expect
C. to be expecting D. expects

●析 B 该句后半句句意为：所以我知道在我的新工作中什么东西被希望获得。学生很容易误填 expected 表示被动语态，实际上我们可以将后半句看成 so I know what for me to expect 的省略形式，显然，这儿不定式既有被动关系（什么东西被希望获得），又有主谓关系（我去获得），不定式应用主动语态代替被动语态。

例 3 —Have you seen the film?

—Yes. I _____ it last Friday.

- A. saw B. have seen
C. had seen D. was seeing

●析 A 不少学生可能会误选 B, 他们认为该句用现在完成时提问就得用现在完成时回答, 这个观点非常正确, 但他们没有想到该题为省略减元创新题, 可补充还原成:

—Have you seen the film?

—Yes, I have. I _____ it last Friday.

1.9 复杂语境还原

【技巧】用复杂的语境设置题干，可结合复杂语境反复推敲原句含义以确定题空的含义。

例 1 —Are you coming to Jeff's party?

—I'm not sure. I _____ go to the concert instead.

A. must B. would C. should D. might

●析 D 由 I'm not sure 可以看出我去听音乐演奏会的可能性较小，因此该空不能填 must(一定，必定，表示可能性大)，而只能填 might(或许，可能，表示可能性小)。

例 2 Let Harry play with your toys as well, Clare —you must learn to _____.

A. support B. care C. spare D. share

●析 D 认真分析可知该句句意为：让哈利和你一起玩玩具，你必须学会和别人分享玩具。因此后半句可重新整理为 you must learn to share your toys with others.

例 3 —Is John coming by train?

—He should, but he _____ not. He likes driving his car.

A. must B. can C. need D. may

●析 D 分析语境可知，本题答句表示他可能不来，而不表示他不可能来，所以应选 D 不选 B。

2

语境模糊单选题解题技巧：语境分析

有些试题结构、语境或答案都给人一种似曾相识的感觉，学生往往轻易做出错误选择或排除。其实，这正是高考试题的“出奇制胜”之处，题设在意料之外，结论却在情理之中。解题时不能凭老感觉轻易做出决断，应分析新语境并追根求源恢复原语境。

2.1 对题干结构进行语境分析

[技巧] 不少试题以学生似曾相识的题干来诱惑他们迅速做出选择，并拒绝对其他备选答案进行认真分析。要重新分析语境，找出题干创新之处，再进行判断。

例 1 Mr Reed made up his mind to devote all he had to _____ some schools for poor children.

A. set up B. setting up
C. have set up D. having set up

●析 B 不少学生抓住 he had to 并迅速选择 A, 其实, 此时 had to 与 set up 并不构成搭配, 因为 he had 为定语从句, 修饰先行词 all, set up 应与 devote all...to 构成搭配 (devote...to...中 to 为介词, 后接名词/代词或动名词), 即 devote all to setting up。

例 2 The chance he looked forward to _____ at last.

- A. come B. came C. coming D. being come

●析 B 不少学生一看到 he looked forward to 立即选择 C, 其实 he looked forward to 为定语从句修饰先行词 the chance, to 的宾语为 the chance 而不是 come 及变化形式, 因此该题主句为 The chance came at last。

例 3 This is the main use that the scientists make _____ of natural resources.

- A. it B. which C. use D. /

●析 D 不少学生一看到 make...of 就意识到该空意义为“利用”, 于是立即选择 C 或为避免重复而选择 A 或 B, 其实 make use of 结构已被创新, make 的宾语 use 被提前做了定语从句的先行词, 因此 make 后面无须再加宾语。

2.2 对题干语境进行分析

[技巧] 有些试题语境有明显的误导性, 学生往往经不住诱惑, 凭感觉做出错误判断。要认真分析语境, 找出语境创新之处。

例 1 His brother hasn't been to Beijing, _____ hers _____.

- A. so, has B. neither, hasn't
C. nor, hasn't D. but, has

●析 D 读完该句, 不少学生立即意识到这是平时多次训练的试题, 即“也”字表达法试题, 尽管他们似乎也意识到 so、neither 的句型特点以及 neither、nor 的肯定与否定特点与前句不太吻合, 但他们还是毅然选择 A 或 B、C。显然, 学生做出的种种错误选择皆因受思维定式影响。其实该题已有了新的语境, 即他的兄弟没去过北京, 但她的兄弟却去过了。

例 2 —Hey, look where you are going!

—Oh, I'm terribly sorry. _____.

- A. I'm not noticing B. I wasn't noticing
C. I haven't noticed D. I don't notice

●析 B 读完该句，学生们很快就知道语义为：——喂，瞧你往哪儿走！——对不起，我没注意到。他们认为“我没注意到就是现在我没注意到”，于是选择 A。其实仔细想一想，虽然语境说“我没注意到”，但到说话时已经注意到了，否则也不知道这么说。显然，我没注意到是指我过去没注意到。

例 3 —Which side can I sit on the boat?

—If you sit still, you can sit on _____.

- A. neither side B. every side
C. both sides D. either side

●析 D 读完该题，学生们便知该句语境为：——我可以坐在船的哪一边？——如果你坐着不动，你两边都可以坐。于是他们立即选择 C，其实一个人不能同时坐在船的两边。

2.3 对题干动词或动词时态进行语境分析

[技巧] 有些试题动词或动词时态具有较强的迷惑性，诱使学生在另一动词的形式和时态上出错。要结合语境认真分析题干动词形式和时态与所求动词形式及时态的不同之处。

例 1 —Don't forget to come to my birthday tomorrow.

—_____.

- A. I don't B. I won't C. I can't D. I haven't

●析 B 不少学生看了前句动词形式就立即将后句的动词时态确定为一般现在时。其实前句并不是一般现在时，而是祈使句，表达未来动作，所以后句也应用一般将来时来回答。

例 2 —Who is Jerry Cooper?

—_____? I saw you shaking hands with him at the meeting.

- A. Don't you meet him yet B. Hadn't you met him yet
C. Didn't you meet him yet D. Haven't you met him yet

●析 D 读完原句，学生们不难理解答句应用完成时表示：“你还没有遇到他吗？”到底用现在完成时还是过去完成时？不少聪明的学生肯定会用标准对照时间点来区别，于是便从答句中找到 saw，并作为标准对照时间点来使用过去完成时（相对于过去某一时刻已经完成的动作），其实该句为